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ABSTRACT

The student manual has been designed primarily for beginning students in a high school level vocational program in building maintenance. A workbook for special needs students, the document does not cover all areas of custodial training but has been written for the purpose of refining the basic skills of reading comprehension, vocabulary building, spelling, word usage, and word recognition while relating these skills to some of the tasks a beginning student must know. Some of the building maintenance skills covered include dust-mopping and buffing floors, vacuuming, dusting, and lavatory cleaning. Lessons are intended to coincide with performing the actual activity in a shop situation. (Author/LJ)

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

BUILDING MAINTENANCE

READING AND LANGUAGE ACTIVITIES

ED118763



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5, NEW JERSEY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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State of New Jersey
Department of Education
Division of Vocational Education

BUILDING MAINTENANCE READING AND LANGUAGE ACTIVITIES

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TO THE TEACHER

This **Building Maintenance — Reading and Language Activity Book** has been designed primarily for beginning students in a vocational program in building maintenance. For the most part, the lessons do not have to be done sequentially. It is suggested that an appropriate lesson choice should complement and reinforce the actual shop activity on a given day. For example, if a student is currently learning how to wet-mop a floor, the reading lesson relating to that job skill would be the one of choice.

This workbook does not purport to be complete in the sense that all areas of custodial training are covered. It has been written for the purpose of refining the basic skills of reading comprehension, vocabulary building, spelling, word usage, and word recognition while relating these skills to some of the tasks a beginning student in a building maintenance program must know.

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A NEW SCHOOL

It was Robert Morgan's first day at the new Best County Vocational School. Bob felt nervous. He sat down with the other new students in homeroom 113. Bob had not been doing very well in school for the past several years. He had failed both English and Math. He had gone to many other schools. None of them met his needs. B.C.V. S. was the first vocational school he had ever attended. Bob hoped that this new school would help him more than the others had. Two of his friends from his old school had already spent one year at B.C.V.S. They told Bob it was the best school they had ever been to.

Mr. Simpson, the homeroom teacher, began to read the names of the students in the room. Bob Morgan called, "Here!" when he heard his name read. After this Mr. Simpson passed out the schedule cards to the students. All new students would spend one week in each of the school's shops. This would help the students decide which shop was the best for them. After 7 to 8 weeks they would be placed in one of the shops permanently.

Bob Morgan had done some building maintenance work at his old school. He hoped to get building maintenance as his permanent shop. Soon the bell rang. The students passed to their first period class. The students in homeroom 113 left their seats and filed out of the classroom.

NAME _____

Date _____

I. Getting the Main Idea

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that statement.

1. _____ Bob attended his first day at Best County Vocational School.
2. _____ Bob hated school.
3. _____ Bob wanted to quit school.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the words printed dark. After each sentence, there are three meanings. Put an X next to the best meaning for the dark word.

1. Bob Morgan was going to a vocational school to learn a trade.
____ (a) having to do with a holiday
____ (b) having to do with a vocation
____ (c) having to do with a job
2. He had gone to several schools before.
____ (a) more than three
____ (b) old
____ (c) new
3. Bob now attended B.C.V.S.
____ (a) went to
____ (b) hated
____ (c) liked

4. Bob read his schedule card to find out what his first period class was.
- ___ (a) a listing of students' names
 - ___ (b) a listing of classes
 - ___ (c) a listing of telephone numbers
5. He hoped to be placed in the shop class permanently.
- ___ (a) for two weeks
 - ___ (b) lasting a long time without changing
 - ___ (c) for one month
6. In the building maintenance shop, Bob learned the work of cleaning and taking care of a building.
- ___ (a) building something
 - ___ (b) office work
 - ___ (c) keeping a building clean and safe

III. True or False

Directions: Tell whether the following statements are true or false. Label each either T or F.

- ___ 1. Robert Morgan had gone to several other vocational schools before.
- ___ 2. He had done well in the other schools he had attended.
- ___ 3. Bob felt nervous in his new homeroom.
- ___ 4. The other schools that Bob had attended really seemed to help him a lot.
- ___ 5. Bob had two friends that liked B.C.V.S.
- ___ 6. Mr. Simpson was Bob's homeroom teacher.
- ___ 7. Bob wanted to take printing as his permanent shop.
- ___ 8. The new students would spend two weeks in each shop.
- ___ 9. Bob had done some building-maintenance work before coming to B.C.V.S.
- ___ 10. Mr. Simpson passed out schedule cards to his students.

IV. Sentences to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from this list:

Word List

attended	permanently
building maintenance	schedule
homeroom	several
nervous	vocational

1. Bob Morgan felt _____ as he took a seat in homeroom 113.
2. Bob Morgan had never _____ a vocational school before.
3. Bob had not been doing very well in school for the past _____ years.
4. This was the first _____ school he had ever gone to.
5. Mr. Simpson passed out the _____ cards to the students.
6. Bob had done some _____ work at his old school.
7. Bob hoped that he would be in the building maintenance shop _____
8. Bob Morgan was in Mr. Simpson's _____

V. Find the Missing Letters

Directions: Below are the words we have been learning, but some of the letters are missing. You are to print the missing letters in the empty spaces.

1. n _ _ v _ _ s
2. vo _ a _ _ _ al
3. p _ _ m _ n _ _ ly
4. att _ _ _ ed
5. s _ v _ r _ _
6. s _ _ _ dule
7. h _ m _ r _ _ m
8. b _ _ ild _ _ _ m _ _ _ ten _ _ _

VI. Word-Find Puzzle

Directions: Find the following words hidden in this puzzle. Draw a circle around each word. They may be going across, down, or on a slant. The first word has been found for you.

Words To Find in Puzzle

attended	permanently
building maintenance	schedule
homeroom	several
nervous	vocational

A	J	P	B	D	L	P	Q	U	V	A	B	C	D	E	F	G	H	I
V	L	E	N	Z	E	A	I	R	E	P	S	O	H	H	B	I	L	T
G	R	R	P	H	N	E	R	V	O	U	S	I	C	O	S	L	V	J
W	E	M	V	D	P	S	U	O	X	Y	A	P	B	M	P	E	R	T
W	N	A	E	F	L	D	S	C	H	E	D	U	L	E	U	R	D	O
L	A	N	S	T	N	I	G	A	H	T	I	H	A	R	D	A	W	O
N	D	E	E	R	F	U	L	T	T	D	R	E	A	O	M	T	H	E
M	A	N	R	C	E	L	L	I	S	T	I	N	T	O	H	E	S	T
I	L	T	L	O	F	N	I	O	G	H	E	T	S	M	T	U	D	E
N	T	L	N	O	T	C	E	N	F	R	A	N	C	K	L	Y	P	R
O	B	Y	S	E	V	E	R	A	L	L	E	M	D	A	T	I	C	A
V	P	Q	U	P	N	A	R	L	I	L	E	O	P	E	S	V	J	P
C	L	O	T	E	S	U	N	L	I	O	V	X	E	S	D	T	U	A
B	U	I	L	D	I	N	G	M	A	I	N	T	E	N	A	N	C	E

A NEW SHOP

Bob Morgan tried out all the shops at Best County Vocational School. He was placed in the Building Maintenance shop permanently. His teacher's name was Mr. Fox. Bob was very happy to be in Mr. Fox's shop class. He had hoped to be trained as a building custodian. There were seven other students in Bob's shop class. The boys all met in one classroom at the beginning of the period. But the school building itself was actually their shop. Bob learned the techniques of building maintenance by working around the school building. It was as if he himself was a paid custodian. In fact, all of the students in his shop worked to keep their school building in tip-top shape.

One of the first things Bob learned in shop was floor buffing. The floors in the corridors were made of a hard material called terrazzo. Bob practiced with a floor-buffing machine on these floors. He kept them smooth and shiny. At first he had some trouble with the machine. It just didn't seem to go where Bob wanted it to. This got Bob mad. But, after about a week of practicing, he was able to control the machine fairly well. Mr. Fox was pleased with Bob's progress, and so was Bob.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Below are three statements. One of them tells the main idea of what you just read. Put an X next to that statement.

1. _____ Bob Morgan learned floor washing.
2. _____ Bob Morgan became a building maintenance student at B.C.V.S.
3. _____ Bob Morgan showed that he did not like his shop class.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the word printed dark. After each sentence there are three meanings. Put an X next to the best meaning for the dark word.

1. Bob was being trained in building maintenance.
_____ (a) built
_____ (b) taught certain skills as in a trade or occupation
_____ (c) punished
2. Bob learned the techniques of his trade.
_____ (a) tools
_____ (b) equipment
_____ (c) ways or methods of doing something
3. Floor buffing made the finish shine.
_____ (a) making a floor shine, usually by using a buffing machine
_____ (b) marking up a floor
_____ (c) washing a floor
4. The terrazzo floor was very hard, like stone.
_____ (a) a floor made of strips of wood
_____ (b) a terrace
_____ (c) a kind of floor made of small marble chips and cement

5. With practice he became better at floor buffing.
____ (a) taking a test in something
____ (b) doing something, as a skill, again and again to become better at it
____ (c) hiring someone for a job
6. The floor in the corridor was dirty.
____ (a) hallway
____ (b) library
____ (c) closet
7. He had hoped to become a building custodian.
____ (a) a person who cleans and maintains a building
____ (b) a person who builds houses
____ (c) a person who writes books

III. True or False

Directions: Tell whether the following statements are true or false. Label each either T or F.

- ____ 1. Bob Morgan was placed in the Building Maintenance shop permanently.
____ 2. Bob was not very happy to be in Mr. Fox's class.
____ 3. Bob wanted to be trained for a building maintenance job.
____ 4. Bob used the school building to learn the techniques of building maintenance.
____ 5. Bob was paid for his work as a custodian.
____ 6. It took Bob one month to learn how to control the floor-buffing machine.
____ 7. Bob learned that with practice he could control the floor-buffing machine.
____ 8. The floors that Bob practiced on were terrazzo.
____ 9. The terrazzo floors in the corridors were soft.
____ 10. Bob became mad when he couldn't control the buffing machine at first.

IV. Sentences to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

building custodian	techniques
corridors	terrazzo
floor buffing	trained
practice	

1. After some _____ Bob Morgan could control the buffing machine.
2. The _____ in the school building had terrazzo floors.
3. One of the first things Bob learned was _____
4. Bob Morgan was being _____ as a _____
5. The kind of floor that Bob practiced on was called _____
6. By working around the school building, Bob learned the _____ of building maintenance.

V. Find the Missing Letters

Directions: Using the words we have been learning, print the missing letters in the empty spaces.

1. tr _ _ _ ed
2. fl _ _ r b _ _ _ ing
3. pr _ _ t _ _ e
4. cor _ _ d _ _ s
5. t _ chn _ _ _ es
6. bu _ _ di _ g _ _ st _ _ _ ian
7. t _ _ raz _ _ o

VI. Word-Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down, or on a slant.

Words To Find in Puzzle

attended	permanently	techniques
building custodian	practice	terrazzo
corridor	schedule	rained
floor buffing	several	vocational
	shop	

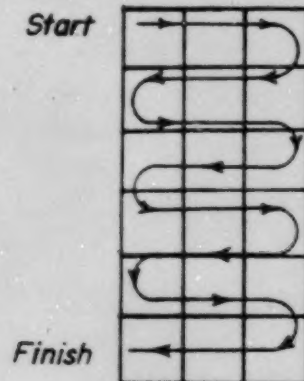
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F W X E F R S J B U T S O L G N B
W L V V N C S H O P L E B C U D U
S C O S M N C I B R C H T U V L I
E D C O T I H P T G N S O Z R T L
V C A O R P E R M A N E N T L Y D
E N T F A B D U E T T C N P A L I
R U I N I U U A L N C A R S T U N
A E O S N S L F S T D I T E T Y G
L V N E E R E E F G I A C T E E C
E S A T D E P R E I S H O T N I U
T E L C R A S N C O N E R H D R S
H P R A C T I C E I U G R R E G T
D O S I M S A E Q E C A I S D A O
I T R N R O F U S E I T D I V I D
O T C E H T E R R A Z Z O M E N I
C Y L E R S A T U S N U R B A V A
A T T E C H N I Q U E S X E P S N
  
```

FLOOR BUFFING

Bob Morgan learned the procedure of floor buffing. Proper floor maintenance included other procedures. Some of these were dry-mopping, scrubbing, sweeping, washing, stripping, waxing, damp-mopping, and polishing. Bob would learn one procedure at a time. Floor buffing was the first.

The terrazzo floor that Bob practiced on was fairly new. It didn't have very many scuff marks on it. Bob used a Tampico polishing brush on the floor-buffing machine. This brush was for buffing new or lightly scuffed floors. The pattern of the terrazzo floor in the school was squares. They were laid out in even rows, three squares to a row going across. This made the procedure of buffing fairly easy. Bob was taught to follow the floor pattern horizontally, square by square. Bob started at one end of the corridor. He moved the machine smoothly from left to right and back from right to left, and so on. He worked his way, row by row, back and forth down the corridor. Each time he began a new row, Bob would overlap the row that he had just finished. The path that Bob followed is pictured below:



This technique let Bob buff the whole corridor floor without missing any spots. Bob kept part of the machine's thick electrical cord over his right shoulder. This let him move the machine more easily. Bob became better at floor buffing the more he practiced.



NAME _____

DATE _____

I. Getting the Main Idea

Directions: Below are three statements. One of them tells the main idea of this story. Put an X next to that statement.

1. _____ Bob Morgan learned how to wash a floor.
2. _____ Bob Morgan learned a quick way to count the squares in the corridor.
3. _____ Bob Morgan learned the proper procedure for buffing a floor.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the dark word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Bob learned that floor buffing is just one **procedure** of good floor care.
_____ (a) danger
_____ (b) a way of doing something
_____ (c) a test
2. Bob learned floor **maintenance** in his shop.
_____ (a) laying in squares
_____ (b) scrubbing
_____ (c) keeping in good condition
3. He buffed the lightly **scuffed** floor.
_____ (a) shoe-marked
_____ (b) cemented
_____ (c) tiled
4. The floor **pattern** was in rows of squares
_____ (a) wax
_____ (b) mop
_____ (c) design

5. He followed the floor pattern horizontally from left to right.
____ (a) going across
____ (b) carefully
____ (c) going up and down
6. Bob would overlap the row he had just finished.
____ (a) cover the edge (of the row) again
____ (b) miss the edge (of the row)
____ (c) scuff the edge (of the row)
7. The electrical cord was held over Bob's right shoulder.
____ (a) having to do with plastic
____ (b) having to do with electricity
____ (c) having to do with rubber

III. True or False

Directions: Tell whether the following statements are true or false. Label either T or F.

- ____ 1. Bob learned two procedures at a time.
- ____ 2. Floor-buffing was the first procedure that Bob learned.
- ____ 3. Bob Morgan practiced on an old terrazzo floor that was full of scuff marks.
- ____ 4. Bob used a steel-wool pad on the buffing machine.
- ____ 5. Bob moved his machine horizontally.
- ____ 6. Bob overlapped part of the row of squares he had just finished.
- ____ 7. Bob let the electrical cord drag in front of the machine.
- ____ 8. Bob became better at floor-buffing with practice.

IV. Sentences to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

electrical

pattern

horizontally

procedure

maintenance

scuffed

overlap 

Tampico polishing brush

1. Bob Morgan buffed the lightly _____ floors.
2. The _____ cord from the machine was kept out of the way.
3. Bob Morgan was taught to _____ the row of squares he had just buffed.
4. He placed a _____ on the buffing machine.
5. The floor _____ was made up of rows of squares.
6. Bob learned the correct _____ for floor buffing.
7. He moved the machine _____ back and forth, from left to right and from right to left.
8. Bob learned the techniques of good floor _____

V. Find the Missing Letters

Directions: Print in the missing letters in the following words from the story.

1. el _ _ tr _ _ al
2. hor _ z _ _ ally
3. s _ ff _
4. p _ _ dure
5. Tam _ i _ o p. _ i _ ing b _ sh
6. m _ _ _ _ _ once
7. p _ _ ern
8. ov _ l _ p
- 23

VI. Word Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down, or on a slant.

Words To Find in Puzzle

cord	machine	procedure
corridor	maintenance	schedule
electrical	overlap	scuffed
horizontally	pattern	Tampico polishing brush

T R T I D S M A C H I N E E P O N L C
 X A C B U A X E P S V A B U N S T U O
 C Y M A I N T E N A N C E L E R N E R
 M W O P A T T E R N E Q U L P R N X R
 T E C R I B E S O D K P C N I C C N I
 D M R O E C A R R E N X N K H R O U D
 I N F C O R O M E L E C T R I C A L O
 T V R E I N N P G I F I N A T E I A R
 B O T D O S A E O L L P T L T C T B A
 A E I U M T R V V L Z C A W S N J F B
 E H J R T M O Q E U I P R S W K N I F
 U Y A E C E O B R Z V S C U F F E D X
 G I R B J P X R L C S D H E A W Q H F
 T N E I S N T O A A B L N I A T R F H
 M K S T I S S L P O E V P Z N O U N K
 I F E A C E O P T I O L V C N G K R I
 H O R I Z O N T A L L Y K C O B D C H
 R M O E O C L R O L I S E S M R I L F
 E P N I E X O U I N S P E V S U D E X
 U A C K V S C H E D U L E Y P S X R K
 L P N O I K P O R T L M V O I H P N A

WASTE PAPER PICK-UP

Every room at B.C.V.S. had a wastebasket or other waste receptacle. Bob Morgan learned how to empty them properly. Part of the waste-paper pick-up job was emptying the pencil sharpeners. Bob also had to damp-wipe ash trays. Bob used a waste pick-up receptacle. A long damp cloth was attached to the bottom of it. Bob could wheel it easily from room to room. Mr. Fox taught Bob to do one section of the building at a time. He had to do the office, the teachers' room, the lavatories, the shops, and all the classrooms.



One day Bob was emptying a wastebasket in the school's main office. Waste paper, cigarette butts, and ashes were scattered on the floor around it. Bob got very angry when he saw this mess. It meant added work for him. He cleaned up the area.

but he was still mad. He told his shop teacher, Mr. Fox, about it. Mr. Fox had taught his students to report these matters to him. On a real building maintenance job, Bob would report to his supervisor.

Waste-paper pick-up had to be done daily. When Bob finished the job, he returned his equipment to the storage room.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Below are three sentences. One sentence tells the main idea of this story.

Put an X next to that sentence.

1. _____ Bob Morgan got mad.
2. _____ Mr. Fox made Bob pick up the mess.
3. _____ Bob Morgan learned the job of waste-paper pick-up.

II Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay attention to the word printed dark.

There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Bob Morgan emptied the wastebasket.
_____ (a) ash tray
_____ (b) pencil sharpener
_____ (c) container for holding trash
2. Bob Morgan had to damp-wipe all ash trays.
_____ (a) empty into a receptacle
_____ (b) clean with a moist cloth
_____ (c) clean with a dry cloth
3. The casters made it easy to move the receptacle.
_____ (a) small wheels
_____ (b) small runners
_____ (c) brushes
4. Bob Morgan also emptied the waste receptacles in the lavatories.
_____ (a) offices
_____ (b) classrooms
_____ (c) washrooms or bathrooms

5. There was a damp cloth attached to the waste pick-up receptacle.
____ (a) a slightly wet cloth
____ (b) a dry cloth
____ (c) a soft cloth
6. Bob Morgan would have to tell his supervisor about messy conditions.
____ (a) a fellow student
____ (b) his boss
____ (c) his mother

III. True or False

Directions: Are the following statements true or false? Label either T or F.

- ____ 1. Some rooms at B.C.V.S. had no waste receptacles.
____ 2. Bob used a waste pick-up receptacle.
____ 3. Bob worked one section of the building at a time.
____ 4. The casters on the receptacle made it hard to move.
____ 5. Bob got mad when he saw the mess on the floor.
____ 6. He did not tell his teacher about the mess.
____ 7. Bob damp-wiped all ash trays.
____ 8. Bob emptied the pencil sharpeners.
____ 9. Waste-paper pick-up had to be done once a week.
____ 10. Bob returned the equipment to the storage room.

IV. Sentences to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

casters

damp-wipe

waste pick-up receptacle

damp cloth

lavatories

wastebasket

supervisor

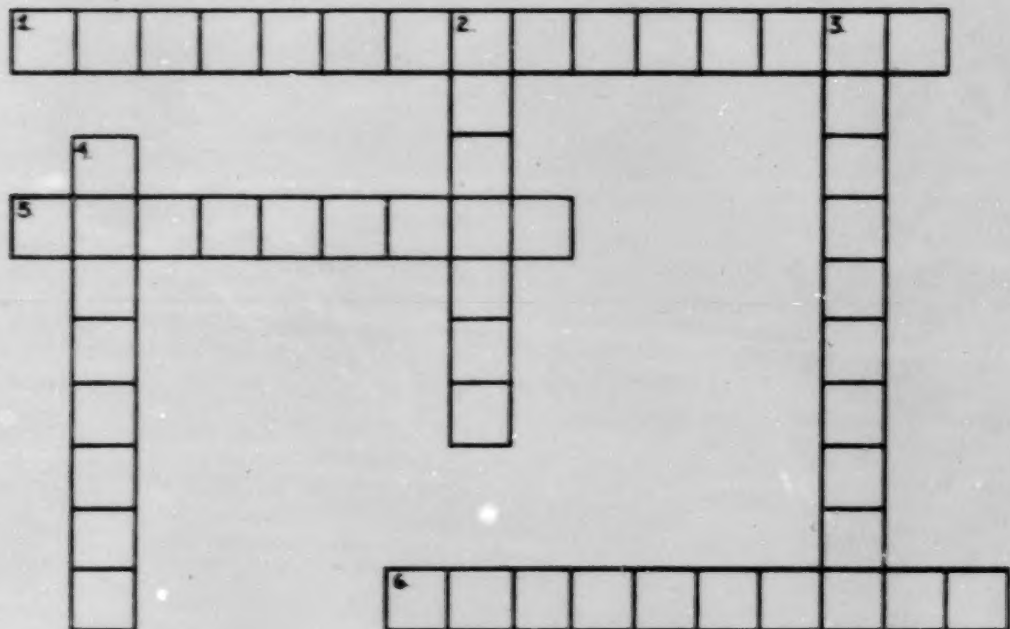
1. Bob used a _____ for emptying the wastebaskets.
2. The _____ made it easy to move the waste pick-up receptacle.
3. Every room at B.C.V.S. had a _____
4. He had to _____ all ash trays.
5. He also had to empty the receptacles in the _____
6. Bob Morgan used a _____ for cleaning the ash trays.
7. On a real job Bob would report to his _____

V. Find the Missing Letters

Directions: Print in the missing letters in the following words from the story.

1. wa _ _ _ b _ _ k _ _
2. l _ va _ _ _ ies
3. c _ _ t _ rs
4. d _ m _ - w _ _ e
5. d _ _ p _ c _ _ th
6. w _ s _ e p _ c _ -up re _ e _ t _ _ le
7. s _ p _ rwi _ or

VI. Crossword Puzzle



Across

1. It holds the trash and waste paper
5. It is attached to a waste pick-up receptacle
6. He's in charge on a real job

Down

2. Small wheels that turn easily
3. Washrooms or bathrooms
4. To clean with a damp cloth

DUSTING

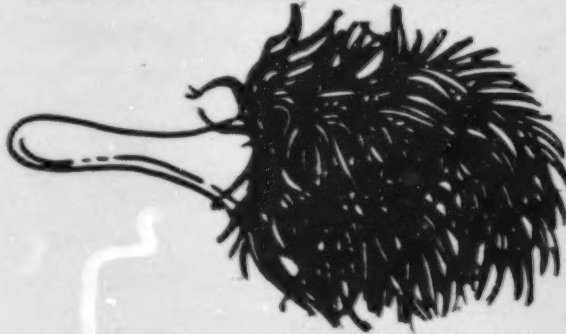
Another job that Bob Morgan learned was dusting. Dusting would usually be the second job in the custodian's daily schedule. The tools Bob needed for this job were a treated dust cloth, a treated hand duster, and a whiskbroom or a lint brush.



TREATED DUST CLOTH



WHISKBROOM



TREATED HAND DUSTER



LINT BRUSH

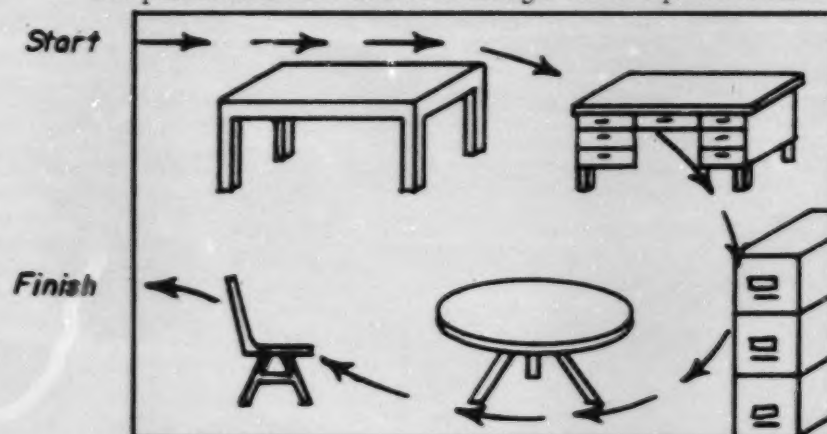
Bob practiced dusting in the offices and the classrooms. He learned that there are two kinds of dusting: horizontal and vertical.

Horizontal dusting would be done on flat surfaces. The top of a desk, file cabinet, or table are examples. Vertical dusting would be done on the sides or legs of these things. Horizontal dusting would be done daily. Vertical dusting would be done weekly or as needed. More dust settles on horizontal surfaces than on vertical surfaces.

Bob learned the best use for each tool. He used the treated dust cloth for all flat surfaces. The treated hand duster came in handy for surfaces that weren't flat. The curved desk chairs are examples. The whiskbroom or lint brush was used for removing dust and specks of dirt from upholstered furniture.



The pattern that Bob used for dusting a room is pictured here:



Mr. Fox said such a pattern wasted very little time and energy. When Bob finished a dusting job, he cleaned and returned all the tools to the storage room.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

1. ☐ Bob Morgan learned vertical dusting.
2. ☐ Why dusting is the second job of a custodian's daily schedule.
3. ☐ Bob Morgan learned how to dust correctly.



II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the word printed dark. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Horizontal dusting is done more often.

☐ (a) dusting the tops of flat surfaces like desks, file cabinets, bookcases, etc.
☐ (b) dusting high places
☐ (c) dusting the sides of cabinets and desks

2. Bob Morgan used a lint brush on the chair in the principal's office.

☐ (a) a tool used for washing floors
☐ (b) a tool used for wiping blackboards
☐ (c) a tool used for getting dirt off upholstered furniture

3. Bob Morgan used a treated hand duster on the classroom furniture.

☐ (a) a mop-like hand tool used for dusting furniture legs and the like
☐ (b) a tool used for erasing
☐ (c) a tool used for scrubbing

4. Vertical dusting would have to be done every week or so.

☐ (a) dusting up and down surfaces like the sides of a desk or a wall
☐ (b) monthly dusting
☐ (c) table-top dusting

5. Bob used a whiskbroom on the chair in the principal's office.

☐ (a) a small mop
☐ (b) a tool used for brushing upholstered furniture
☐ (c) a small tool used for cleaning up liquid spills

III. True or False

Directions: Tell whether the following statements are true or false. Label either T or F.

- ___ 1. Dusting is usually the second job in a custodian's daily schedule.
- ___ 2. Vertical dusting is done more often than horizontal dusting.
- ___ 3. Bob Morgan practiced dusting at home but not in school.
- ___ 4. Horizontal dusting was done daily.
- ___ 5. The pattern that Bob used in dusting a room was a zig-zag one.
- ___ 6. Bob used the treated dust cloth for dusting all flat surfaces.
- ___ 7. Bob used the treated hand duster on surfaces that were not flat.
- ___ 8. Bob learned that there were two kinds of dusting.
- ___ 9. Bob practiced dusting in the offices and classrooms of B.C.V.S.
- ___ 10. Bob put his tools back in the storage room when he finished dusting.

IV. Sentences to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

dusting	treated dust cloth
horizontal dusting	treated hand duster
lint brush	vertical dusting
	whiskbroom

- 1. He used the _____ on the legs of the chair.
- 2. A _____ is a small hand broom used for brushing off dust and specks of dirt.
- 3. Bob used a _____ on the upholstered chair.
- 4. _____ is done every day.
- 5. _____ is done once a week or as needed.
- 6. _____ is usually the custodian's second job of the day.
- 7. Bob used a _____ on the tops of the desks.

V. Find the Missing Letters

Directions: Print in the missing letters in the following words from the story.

1. wh _ _ s _ _ br _ _ _ m
2. d _ _ _ ting
3. tr _ _ _ ted du _ _ t cl _ _ _ _
4. tr _ _ _ ted h _ _ _ d _ _ _ _ _ er
5. h _ _ r _ _ z _ _ nt _ _ _ d _ _ _ ring
6. v _ _ r _ _ ical _ _ _ _ _ ring
7. l _ _ _ t br _ _ _ _

VI. Word-Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each word.
The words may be going across, down, or on a slant.

Words To Find in Puzzle

dusting

lint brush

vertical dusting

horizontal dusting

treated dust cloth

whiskbroom

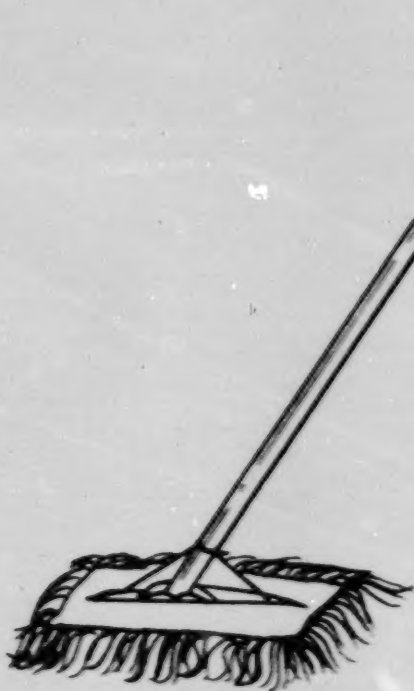
treated hand duster

T	Q	Z	A	O	W	B	G	L	L	I	N	T	B	R	U	S	H
L	R	F	J	U	Y	E	J	R	U	X	S	F	Z	P	M	G	R
U	V	E	R	T	I	C	A	L	D	U	S	T	I	N	G	V	W
L	I	O	A	L	B	H	O	S	E	P	U	E	W	M	F	K	S
S	R	T	W	T	U	M	S	U	L	A	S	R	H	E	R	S	C
K	A	O	D	D	E	A	P	K	I	L	L	E	I	R	E	C	I
T	R	E	A	T	E	D	H	A	N	D	D	U	S	T	E	R	F
I	E	U	R	E	T	U	D	C	S	E	B	L	K	E	D	K	R
T	A	A	U	M	O	S	A	U	T	D	A	A	B	C	O	N	T
L	P	O	N	V	T	T	L	A	S	O	U	B	R	A	H	I	U
G	B	S	F	A	U	I	R	R	I	T	P	E	O	E	A	A	A
N	O	M	K	A	Y	N	E	A	C	C	C	L	O	E	I	N	O
T	E	Y	E	B	O	G	R	G	E	I	E	L	M	A	N	D	E
A	D	U	N	R	R	E	J	F	X	O	E	E	O	L	C	E	H
D	H	O	R	I	Z	O	N	T	A	L	D	U	S	T	I	N	G
T	E	N	R	X	E	P	O	V	Y	M	K	D	Q	L	H	C	S

DUST-MOPPING FLOORS

Every day the terrazzo floors at B.C.V.S. gathered dust, litter, and soil. Bob Morgan learned that dust-mopping was best for removing those kinds of dirt from the floors. Dust mopping was always done after the furniture had been dusted. Then anything that fell on the floor would be picked up.

The equipment that Bob needed for dust-mopping was a floor dust mop, a putty knife, a dust pan, and a counter brush. Dust-mopping had to be done every day.



FLOOR DUST MOP



PUTTY KNIFE



DUST PAN



COUNTER BRUSH



38

30

Mr. Fox taught Bob to dust-mop clear areas first. These would include the lobby and corridors. Next came obstructed areas. These would include areas where there was furniture and other equipment. Good dust-mopping procedure meant never lifting the mop up or moving it backward. When the mop became full of dust, Bob would shake it out. He kept the piles of dust small. For hard-to-reach areas Bob used a counter brush. Once in a while, he would find chewing gum stuck to the floor. The putty knife came in handy for removing gum.

Small piles of dust were left when Bob finished. He picked up these piles with the counter brush and dust pan. Then he cleaned all his tools and put them back in the storage room.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Here are three sentences. One sentence tells the main idea of this story. Put an X next to that sentence.

1. ☐ Bob learned to use a dust pan and brush.
2. ☐ Bob Morgan learned to dust-mop terrazzo floors.
3. ☐ Bob learned to lift the mop while dusting.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the dark-printed word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Soil settled on the terrazzo floor daily.
☐ (a) insects
☐ (b) light dirt
☐ (c) carpeting
2. The counter brush came in handy for hard-to-reach areas.
☐ (a) a hand brush, often used with a dust pan
☐ (b) a whiskbroom
☐ (c) a mop for counters
3. Bob used a putty knife for scraping gum off the floor.
☐ (a) a long knife with a wavy edge
☐ (b) a short, flat tool with a squared-off end
☐ (c) a put-pull knife
4. The floor in the cafeteria was obstructed by tables.
☐ (a) dented
☐ (b) soiled
☐ (c) blocked

5. Bob Morgan used a dust mop on the terrazzo floors.
- ___ (a) a mop used for washing floors
 - ___ (b) a mop used for waxing
 - ___ (c) a mop used for picking up light soil from a floor
6. He picked up the dust piles with a dustpan.
- ___ (a) a shovel-like tool used for picking up dust and litter
 - ___ (b) a pan used in cooking
 - ___ (c) a dirty pan
7. Bob picked up the litter with the dustpan and brush.
- ___ (a) new-born kittens or puppies
 - ___ (b) message sent through the mails
 - ___ (c) waste paper and trash scattered about

III True or False

Directions: Tell whether the following statements are true or false. Label each either T or F.

- ___ 1. The dust mop should be lifted often while dusting.
- ___ 2. Bob Morgan learned to dust-mop obstructed areas first.
- ___ 3. He used a putty knife for removing gum from the floor.
- ___ 4. He kept the piles of dust small.
- ___ 5. Bob Morgan used a dust mop for picking up the piles of dust.
- ___ 6. Bob mopped the clear areas first.
- ___ 7. Bob shook the dust mop out when it got full of dust.
- ___ 8. Bob used a dustpan for hard-to-reach areas.
- ___ 9. Bob picked up the dust piles with a counter brush.
- ___ 10. He left his tools in the lobby when he finished.

IV. Sentences to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

counter brush	litter
dust mop	obstructed
dustpan	putty knife
	soil

1. Every day the terrazzo floors had _____ and _____ on them.
2. Bob Morgan used a _____ to dust the floor.
3. Bob dust-mopped _____ areas last.
4. He used a _____ to remove gum from the floor.
5. A _____ was used with a _____ to pick up the piles of dust.

V. Find the Missing Letters

Directions: Print in the missing letters in the following words from the story.

1. d _ s _ m _ p
2. p _ tt _ kn _ _ _
3. d _ s _ p _ n
4. cou _ r _ br _ _ _
5. s _ _ l
6. l _ tt _ _
7. ob _ _ _ ct _ _

VI. Word-Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each word.

The words may be going across, down, or on a slant.

Words To Find in Puzzle

counter, brush

litter

dust mop

obstructed

dustpan

putty knife

soil

C	I	A	D	T	O	T	T	E	S	H	O	N	I	I	D	N	D
E	O	D	E	H	D	A	D	H	D	T	N	I	S	O	T	U	M
E	A	U	Y	A	I	T	O	P	U	T	T	Y	K	N	I	F	E
T	E	S	N	E	R	A	S	W	S	E	O	L	E	T	A	R	H
O	L	T	C	T	O	S	U	I	T	O	S	R	P	T	E	L	C
A	E	M	S	R	E	E	S	S	P	P	I	A	E	C	R	T	W
Y	O	O	D	O	S	R	R	N	A	C	N	L	G	F	N	S	A
T	F	P	G	L	O	C	B	O	N	V	R	E	F	R	A	U	I
N	U	I	P	O	B	S	T	R	U	C	T	E	D	I	R	R	T
N	I	L	S	O	R	N	F	R	U	E	S	A	T	T	E	P	C
H	D	S	F	O	A	R	O	W	T	S	I	M	R	T	U	E	T
T	R	Z	O	L	Y	X	P	B	O	S	H	W	B	Z	T	E	A
W	E	V	D	W	B	C	N	I	K	R	V	I	G	H	B	K	V
C	L	I	R	W	R	L	L	I	T	T	E	R	O	S	E	L	O
A	L	S	N	G	Z	T	E	R	Y	E	E	A	D	A	A	T	D



VACUUMING CARPETS

Some of the classrooms at B.C.V.S. had wall-to-wall carpeting. Bob Morgan learned how to vacuum them properly. Vacuuming removed light soil from the rugs. The vacuum cleaner sucked up loose dirt and dust. It also laid the nap of the carpet. This gave a more even look to the carpet.

The equipment that Bob needed to vacuum a carpet was a vacuum cleaner, a hose, a wand, a rug-cleaning tool, and a crevice tool. The hose was connected directly to the machine. The wand was connected to the hose. The rug-cleaning tool was attached to the wand. The crevice tool was used in small places. It could also be attached to the wand like the rug cleaning tool. The crevice tool was just right for cleaning in the corners of the classrooms.



Bob learned how to hold the wand correctly. He placed one hand near the top. The other he placed around the middle. Mr. Fox showed Bob that push-pull strokes worked the best. When Bob finished the job, he returned all the equipment to the storage room.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Below are three statements. One statement tells the main idea of the story. Put an X next to that statement.

1. _____ Vacuum-cleaning carpets was good exercise for Bob Morgan.
2. _____ Bob Morgan learned how best to vacuum carpets.
3. _____ Bob Morgan learned how to put his equipment away.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the word printed dark. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Bob Morgan used **equipment** to do the job.
_____ (a) tools and materials
_____ (b) common sense
_____ (c) skill
2. The floor was covered with **wall-to-wall** carpeting.
_____ (a) dust and litter
_____ (b) a rug floor covering
_____ (c) wax
3. Vacuuming laid the **nap** of the rug.
_____ (a) soft, hairy surface of the rug
_____ (b) padding
_____ (c) short sleep
4. The **vacuum cleaner** removed light soil from the carpet.
_____ (a) hose
_____ (b) broom
_____ (c) electrical machine used for picking up dirt and lint.

5. The crevice tool came in handy for cleaning tight places.
 ____ (a) narrow piece that can be attached to a vacuum cleaner wand
 ____ (b) tool used in mountain-climbing
 ____ (c) scissors
6. The wand was attached to the vacuum cleaner.
 ____ (a) hose
 ____ (b) long, pipe-like object which is connected to a vacuum cleaner hose
 ____ (c) a good job

III. True or False

Directions: Tell whether the following statements are true or false. Label each either T or F.

- ____ 1. Bob Morgan learned how to vacuum a carpet.
- ____ 2. Vacuuming removed stains from the carpet.
- ____ 3. The crevice tool was used for cleaning in tight places.
- ____ 4. The rug cleaning tool was connected directly to the hose.
- ____ 5. Vacuuming removed light soil from the carpeting.
- ____ 6. A dust cloth was used in vacuuming.
- ____ 7. Vacuuming laid the nap of the carpet.
- ____ 8. Bob learned to hold the wand correctly.
- ____ 9. Push-pull strokes worked best.
- ____ 10. When Bob finished vacuuming, he left the equipment in a corner of the corridor.

IV. Sentences to complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

carpeting	hose	vacuum
crevice tool	nap	vacuum cleaner
equipment	rug-cleaning tool	wand

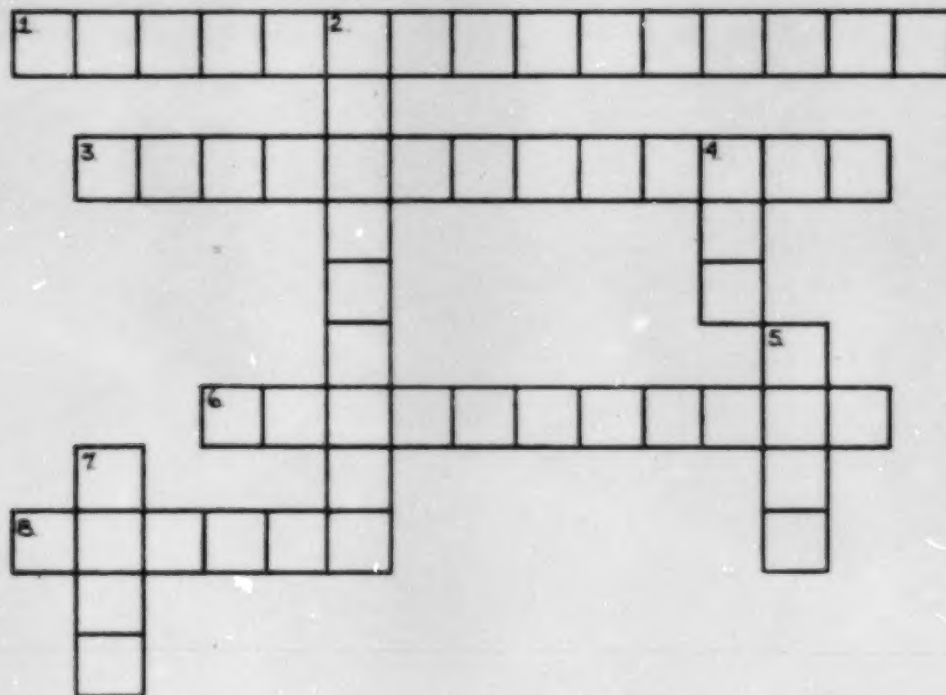
1. Vacuuming laid the _____ of the rug.
2. Some classrooms had wall-to-wall _____
3. The _____ was connected directly to the vacuum cleaner.
4. The _____ had to be plugged into the electrical outlet.
5. The _____ was used in tight corners.
6. The _____ was for vacuuming most of the carpet.
7. Bob learned to hold the _____ correctly.
8. He put the _____ back in the storage room.
9. Bob learned how to _____ the carpets correctly.

V. Find the Missing Letters

Directions: Print in the missing letters in the following words from the story.

1. vac _ _ _ m
2. ca _ p _ t _ _ g
3. cr _ v _ _ e t _ _ l
4. w _ _ d
5. n. _ _ _
6. e _ _ ip _ _ nt
7. h _ s _
8. _ ug cl _ _ _ ing t _ _ l
9. vac _ _ _ cl _ _ _ er

VI. Crossword Puzzle



Across

1. The part of the cleaner that slides on the rug (three words)
3. An electrical machine that sucks up dirt
6. This comes in hand for tight places (two words)
8. Another word for rug.

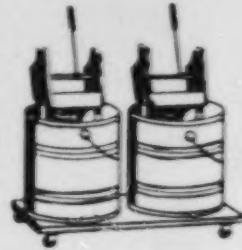
Down

2. Tools and materials
4. The soft surface of a carpet
5. It connects directly to a vacuum cleaner.
7. This part is connected to the hose.

WET-MOPPING FLOORS

The terrazzo floors at B.C.V.S. had to be wet-mopped regularly. Mr. Fox taught Bob how to do it properly. The equipment that Bob needed to do this job is listed below:

1. two buckets with wringers on a cart with casters.



2. two cotton wet mops



3. dust mop



4. dustpan and brush



5. putty knife



6. steel wool



7. liquid utility cleaner



8. "Wet Floor" sign





BOY-
Have I
been through the
WRINGER!

Looks like I'll be
going through the
WRINGER again!



NAME _____

DATE _____

I. Getting the Main Idea

Directions: Look at the three statements. One of them is the main idea of this story.

Put an X next to that statement.

1. _____ Bob Morgan learned how to wet-mop a floor.
2. _____ Bob learned how to clean a carpet.
3. _____ Bob learned that rinsing was important.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the word printed dark. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

The wet mop was squeezed out by the wringer.

- _____ (a) something used to squeeze water out of a mop
- _____ (b) something used for washing mops
- _____ (c) something used for making rings

2. He poured the cleaning agent into the water.

- _____ (a) material used for cleaning
- _____ (b) someone who learns cleaning
- _____ (c) person in charge of a building

3. One bucket then held a cleaning solution.

- _____ (a) puzzle
- _____ (b) bad air or water
- _____ (c) a liquid mixture

4. Bob used a putty knife for scraping off the gum.

- _____ (a) paper toweling
- _____ (b) a receptacle
- _____ (c) a small, flat-ended knife

5. Bob used steel wool for removing the scuff marks.

- ☐ (a) a sheepskin
- ☐ (b) a pad made of fine steel threads
- ☐ (c) a woolen cloth

6. Poor rinsing may harm the finish of the floor.

- ☐ (a) glue
- ☐ (b) surface
- ☐ (c) soil

7. Bob used two buckets on a cart with casters.

- ☐ (a) pails
- ☐ (b) wheels
- ☐ (c) wringers

III. True or False

Directions: Tell whether the following statements are true or false. Label each either T or F.

- ☐ 1. The floors at B.C.V.S. had to be wet-mopped once in a great while.
- ☐ 2. Bob wet-mopped the whole floor at once.
- ☐ 3. He used steel wool to remove scuff marks.
- ☐ 4. He turned the mop over once in a while.
- ☐ 5. Plenty of water is very good for a floor.
- ☐ 6. Rinsing the floor is important.
- ☐ 7. Bob mopped the floor section by section.
- ☐ 8. Bob set up "Wet Floor" signs.
- ☐ 9. Bob dried the floor after it was rinsed.
- ☐ 10. Bob used the utility cleaner to make a cleaning solution for the floor.

IV. Sentences to Complete

Directions: Look at these sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List		
bucket	putty knife	utility cleaner
cleaning agent	solution	"Wet floor" signs
finish	steel wool	wringer

1. Bob used a _____ to remove gum from the floor.
2. Bob used a pad of _____ to remove scuff marks.
3. Bob added a _____ to the water before wet-mopping the floor. He made a mild cleaning _____ with it.
4. Rinsing removed both the soil and the _____.
5. Poor rinsing could damage the _____ of the floor.
6. Before mopping, Bob set up _____.
7. The wet mop was squeezed out by using the _____ in the _____.

V. Pick the Right Spelling

Directions: In each group of three words listed below, only one word is spelled correctly. Put a circle around the correctly spelled word.

- | | | |
|--------------------|------------------|-----------------|
| 1. firnish | finish | finich |
| 2. stiel wool | stead woll | steel wool |
| 3. cleening agent | cleening agant | cliening agint |
| 4. putty nife | putty knife | potty krive |
| 5. wringer | ringer | wrwinger |
| 6. floar signs | whet floor sihns | wet floor signs |
| 7. utility cleaner | utily cleenar | utily cleaner |
| 8. Sowlution | solution | soleution |
| 9. bukker | buckit | bucket |

VI. Word-Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down, or on a slant.

Words To Find in Puzzle

bucket

putty knife

utility cleaner

cleaning agent

solution

"Wet Floor" signs

finish

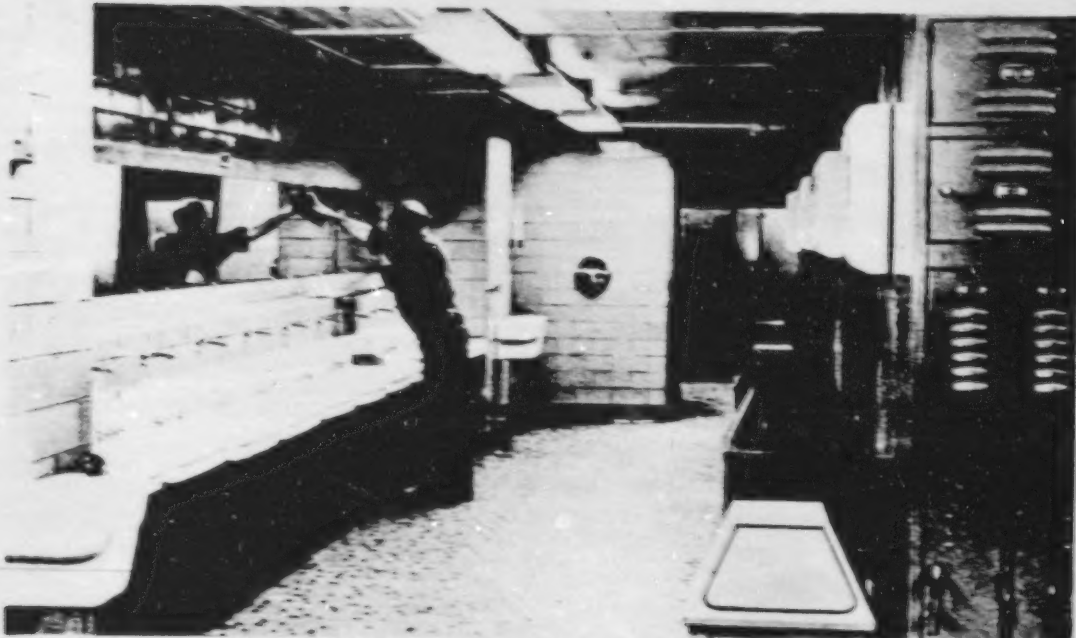
steel wool

wringer

U	A	D	N	I	O	M	N	A	L	T	E	N	R	V	E	L	N
T	A	N	P	U	T	T	Y	K	N	I	F	E	A	T	E	I	C
I	I	O	N	A	A	E	E	T	N	I	N	M	G	A	N	M	L
L	D	W	E	T	F	L	O	O	R	S	I	G	N	S	C	U	E
I	A	I	N	W	B	O	R	P	Y	H	A	I	G	I	B	O	A
T	F	C	I	N	R	E	H	D	L	N	N	C	T	O	U	T	N
Y	G	Y	I	P	E	I	E	H	C	G	T	R	L	S	C	S	I
C	N	O	L	Y	G	L	N	O	A	N	L	A	G	O	K	L	N
L	H	S	C	F	A	S	D	G	S	N	A	N	I	L	E	Y	G
E	U	G	O	S	I	A	E	I	E	O	C	L	C	U	T	E	A
A	P	T	S	U	G	N	X	E	S	R	C	E	H	T	B	T	G
N	B	I	G	T	T	E	I	A	D	O	R	B	T	I	D	R	E
E	A	N	M	N	A	E	Y	S	T	E	E	L	W	O	O	L	N
R	S	I	L	U	H	R	O	A	H	M	O	B	S	N	D	E	T

WHY CLEAN A LAVATORY?

Bob Morgan learned that cleaning lavatories well is important. Harmful germs are killed by the proper use of disinfectants. A clean washroom leaves a good impression on people. Employees and students take more pride in their building. They tend to be less messy if they see a clean and neat lavatory. Most important, really clean lavatories prevent the spread of disease.



At first Bob did not want to clean the lavatories at B.C.V.S. He thought of it as a dirty job. But Mr. Fox taught his students that it was an important job in building maintenance. He said a custodian should take pride in all his work when it is done well.

Bob could understand the importance of this job. He soon became willing to learn the procedure for cleaning a lavatory. Lavatory cleaning had to be done every day. Mr. Fox said that modern fixtures in lavatories are easy to clean fast.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Read the three sentences. One sentence tells the main idea of what you just read. Put an X next to that statement.

1. _____ Bob Morgan learned that cleaning lavatories was a dirty job.
2. _____ Bob learned that cleaning lavatories was an important job for a building custodian.
3. _____ Bob Morgan learned that lavatory cleaning spreads disease.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the word printed dark. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Bob Morgan learned how to clean a lavatory.
_____ (a) washroom
_____ (b) mop
_____ (c) floor
2. The disinfectant kills germs in the lavatory.
_____ (a) custodian
_____ (b) sponge
_____ (c) strong cleaning agent
3. A clean washroom leaves a good impression on people.
_____ (a) feeling
_____ (b) pressure
_____ (c) cleanliness
4. Bob took pride in doing a job well.
_____ (a) money
_____ (b) self-respect; a feeling of being proud
_____ (c) a friend

5. A clean lavatory prevents the spread of disease.
____ (a) illness
____ (b) discomfort
____ (c) a germ killer
6. The fixtures in the lavatory were modern.
____ (a) toilets, wash basins, and such things, permanently attached to floors and walls
____ (b) cleaning materials
____ (c) tile floors

III. True or False

Directions: Tell whether the following statements are true or false. Label each either T or F.

- ____ 1. Clean lavatories prevent the spread of disease.
____ 2. Bob Morgan could not wait to clean the lavatories.
____ 3. A clean lavatory leaves a poor impression on people.
____ 4. Bob understood the importance of lavatory cleaning.
____ 5. Employees take more pride in their building when the lavatories are clean.
____ 6. Disinfectants kill harmful germs.
____ 7. Mr. Fox taught his students to clean lavatories carelessly.
____ 8. Modern fixtures make lavatory cleaning quick.
____ 9. A custodian who does a good job should take pride in all his work.
____ 10. Bob became willing to clean lavatories.

IV. Sentences to Complete

Directions: Look at these sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

disease	impression
disinfectant	lavatory
fixtures	pride

1. People get a good _____ when they see a clean lavatory.
2. A custodian should take _____ in a job well done.
3. Modern _____ make washroom cleaning a fast job.
4. A good _____ removes germs.
5. A clean _____ prevents the spread of _____

V. Find the Missing Letters

Direction: Print in the missing letters in the following words from the story.

1. l _ _ v _ _ t _ _ ry
2. dis _ _ _ f _ _ _ t _ _ nt
3. imp _ _ _ s _ _ ion
4. dis _ _ _ se
5. f _ _ x _ _ _ _ _ s
6. pr _ _ _ _

VI. Word-Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each word.

The words may be going across, down, or on a slant.

Words To Find in Puzzle

cleaning

fixtures

modern

disease

germs

pride

disinfectant

impression

washroom

lavatory

W S O A D C R M D V A O E E I N W N
A L N C N R L A I T E N M O T O D A
S N N E F E A S S R F U L T M O C A
H A P E D I S C I M P R E S S I O N
R I R N U S I G N C O T N N H I G T
O R I B T E V S F R E D P I L E U I
O S D I S E A S E E G A E E C R Y L
M L E N B U E A C D M R V R L O D A
S M H S E N E S T E E S N T N I P E
S U F F C E I L A V A T O R Y I G G
T D E I O B W C N I S E M C G E E N
A E P M X L Z G T M U Y A E A R R S
L M N M I T H O R O L C D U M I M A
B N E E A U U L E L W E Q S R N S E
C F C I G I A R C N A L N U N K U H
G A A L I Y C L E A N I N G L U D R
F R T A C V R P I S H S E O Y D S I

LAVATORY CLEANING

There were eight lavatories at B.C.V.S. Bob Morgan and the other shop students practiced cleaning them. Mr. Fox taught Bob a pattern for cleaning a lavatory. One complete job was done before another was started. For example, Bob would do all damp-wiping first. Second, he would wash all mirrors. Third, he would wash all bowls. Then he would rinse all washbowls. One job was finished after another until the whole lavatory was cleaned.

Bob needed several different kinds of tools and materials for cleaning a lavatory. They are listed below:

1. 10-quart pail



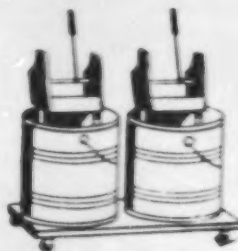
2. toilet-bowl brush



3. two cloths (of different colors) one damp and the other dry.



4. mop bucket and wringer on casters



5. wet mop



6. liquid utility cleaner (two ounces per gallon of water)



7. scouring powder



8. one quart of bowl cleaner



9. supply of toilet paper, sanitary napkins, and paper towels



10. one gallon container of liquid hand soap



11. putty knife



12. liquid disinfectant or germicide (one ounce per gallon of water)



13. sponge



Bob learned the procedures for cleaning a lavatory. First he swept the floor well. He picked up waste paper, and he removed any gum with the putty knife.

Second, he emptied all waste receptacles.



Third, he checked the dispensers for towels, toilet tissue, sanitary napkins, and soap.

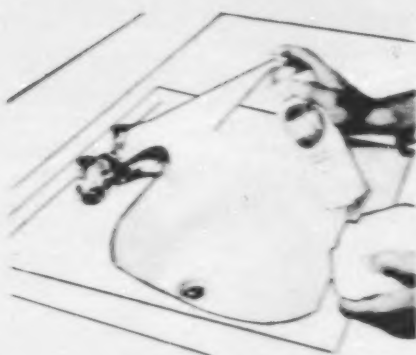
Fourth, he spot-cleaned the walls, partitions, and doors with the germicide solution.



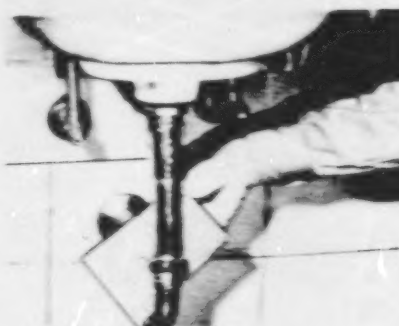
Fifth, Bob sponged off the tops of all partitions and doors with the disinfectant.



Sixth, he washed all the mirrors.



Seventh, he washed and rinsed the washbowls. He wiped them clean with a dry cloth. He also cleaned the fixtures on the bowls.



Eighth, he cleaned all hardware and pipes.



Ninth, he washed the toilet seats with a sponge. The sponge was dipped in the germicide solution. Then the seats were rinsed with a clean, damp cloth. He left the seats up for drying.

Tenth, Bob washed all the toilet bowls and urinals. He used a toiletbowl brush and cleaner for the job.



Then he wet-mopped around the toilets and urinals with the germicide solution.



He continued mopping the whole floor. He always mopped from the far end of the room toward the door, to prevent leaving tracks.

When finished he cleaned and returned all tools to the storage room.

NAME _____

DATE _____

I. Getting the Main Idea

Directions: Read the three statements. One of them tells the main idea of this story.
Put an X next to that statement.

1. _____ Bob Morgan learned how to damp-wipe dusty surfaces.
2. _____ Bob Morgan learned how to clean washbowls.
3. _____ Bob Morgan practiced the procedures for cleaning lavatories.

II. Getting the Meaning from the Context

Directions: Read each sentence below carefully. Pay close attention to the word printed dark. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. He followed a pattern in cleaning the lavatory.
_____ (a) instructions
_____ (b) a plan
_____ (c) a mop
2. After washing the washbowls, he had to rinse them.
_____ (a) wash with clean water
_____ (b) put soap on
_____ (c) remove hair from
3. He refilled the soap dispensers in the lavatory.
_____ (a) containers
_____ (b) powder
_____ (c) suds
4. Bob spot-cleaned the partitions in the lavatory.
_____ (a) toilets
_____ (b) tiles
_____ (c) short walls that divide a place into small rooms

5. Bob prepared the cleaning solution.
____ (a) bottle
____ (b) a liquid mixture
____ (c) cloths
6. Bob cleaned the hardware under the washbowls.
____ (a) floor
____ (b) tiles
____ (c) pipes and faucet under a sink
7. The urinals and toilets were cleaned at the same time.
____ (a) waste receptacles
____ (b) upright wall fixtures for urinating
____ (c) mirrors
8. He mopped the floor with a germicide solution.
____ (a) germ-killing
____ (b) weak
____ (c) strong

III. True or False

Directions: Are the following statements true or false? Label each either T or F.

- ____ 1. Bob Morgan did not follow a pattern in cleaning lavatories.
____ 2. Bob needed only three or four tools for cleaning lavatories.
____ 3. Bob finished one job before starting another.
____ 4. Bob used a sponge to remove gum from the floor.
____ 5. Bob emptied all waste receptacles.
____ 6. Bob did not fill the dispensers until they were empty.
____ 7. He dry-mopped around the toilet and urinals.
____ 8. Bob worked toward the far end of the room when mopping the floor.
____ 9. Bob left tracks on the cleanly mopped floor.
____ 10. Bob returned all his equipment to the storage room when he finished.

IV. Sentence to Complete

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

dispensers	partitions	solution
germicide	pattern	sponge
hardware	rinse	urinals

1. Bob had to _____ the fixtures after washing them.
2. He spot-cleaned the _____ which separated the toilets.
3. He washed the toilets with a _____. Sometimes he used a brush and sometimes he used a _____.
4. The _____ under the washbowls also had to be cleaned.
5. The _____ were scrubbed with a toilet brush.
6. Bob followed a _____ while cleaning a lavatory.
7. Bob filled the _____ with paper towels.

V. Scrambled Words

Directions: The vocabulary words listed in column A have been scrambled. In each blank space, write the letter from column B that belongs to the correct unscrambled word.

Column A	Column B
_____ nreptar	(a) dispenser
_____ lsonuto	(b) germicide
_____ dimcegir	(c) hardware
_____ snier	(d) partition
_____ ralun	(e) pattern
_____ presdiest	(f) rinse
_____ rwheraad	(g) solution
_____ prttaunoi	(h) urinal

VI. Word Find Puzzle

Directions: Find the following words in the puzzle. Draw a circle around each word.
The words may be going across, down, or on a slant.

Words To Find in Puzzle

dispensers

partitions

solution

germicide

pattern

sponge

hardware

rinse

urinals

I	D	O	N	I	A	T	T	R	P	S	D	A	A	R	E	H	W
R	I	N	S	E	R	G	E	R	M	I	C	I	D	E	L	P	S
N	S	I	U	P	S	A	R	R	E	I	N	S	R	I	G	E	L
C	P	M	I	D	O	O	T	U	I	M	O	S	L	P	R	A	T
P	E	N	T	N	O	N	I	A	C	U	D	X	A	A	F	O	E
I	N	F	F	O	C	E	G	A	P	A	T	T	E	R	N	A	C
S	S	N	E	D	N	H	V	E	Y	A	T	T	O	T	I	C	I
U	E	I	H	A	R	D	W	A	R	E	O	H	T	I	N	D	O
V	R	P	A	N	A	D	C	E	R	H	S	N	S	T	L	E	A
E	S	O	L	U	T	I	O	N	S	D	N	H	T	I	O	N	H
A	E	O	E	A	R	D	R	A	M	E	D	N	S	O	P	H	V
E	N	N	F	O	L	I	O	W	H	R	F	U	K	N	A	T	B
T	O	G	N	T	I	L	N	A	M	I	L	W	O	S	U	Y	A
E	A	S	G	N	W	N	E	A	F	R	D	O	A	H	U	V	D
L	E	R	A	O	S	P	T	J	L	T	I	R	J	M	E	D	U
B	R	H	E	N	Y	V	N	I	A	S	L	S	N	P	G	U	S